

Assessment Summary and Recommendations Form

About the Student

Name: Linda
Age: 8.1

Date: March 17, 2014

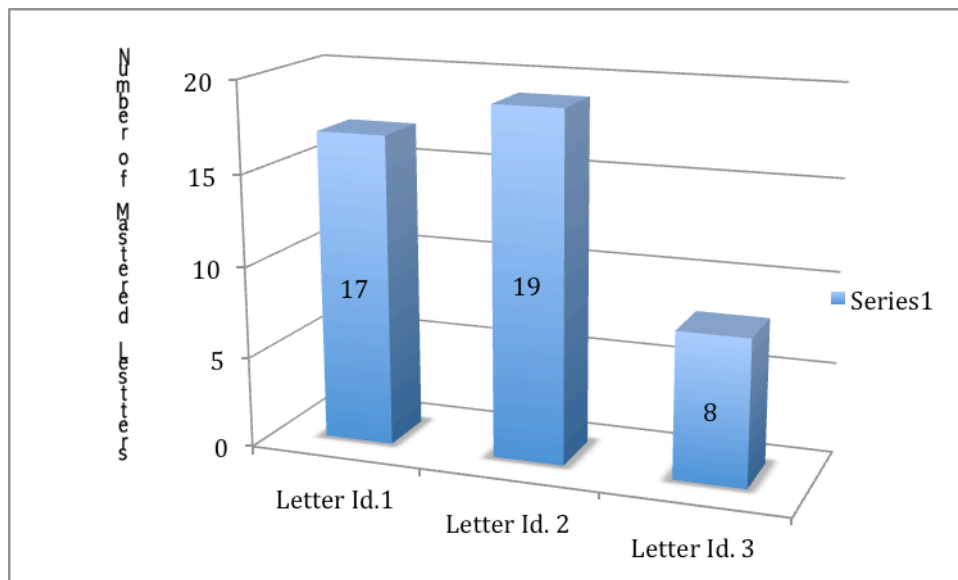
Learner Profile (summarized from IEP): Linda is an eight-year old girl who receives special education services in a substantially separate classroom. Linda's overall cognitive functioning falls below average range according to a 2012 WISC-IV assessment and a 2013 Kaufman Brief Intelligent Test. A recent neuropsychological evaluation found Linda met DSM-IV criteria for diagnoses of Expressive Language Disorder, Reading Disorder, Mathematics Disorder, and Anxiety Disorder, Not Otherwise Specified. Furthermore, Linda's "difficulties are further compounded by attentional/executive weaknesses." In the classroom, Linda demonstrates relative strengths in the area of reading comprehension, basic math concepts, and social awareness. Linda has great difficulty with concepts involving phonemic awareness and phonics. Linda's frequent absences also impact her overall academic performance. Although Linda has adjusted well to her current placement, new experiences and environments can still be anxiety provoking for Linda.

According to Linda's IEP developed in February of 2014, her current level of performance in the area of reading indicates that she has mastered the ability to name fourteen consonants and the vowels /a/ and /o/. Linda receives 90 minutes of daily intensive instruction in the area of literacy.

IEP Goals and specific Curriculum Skills or Tasks Addressed: Linda's current goal in English Language Arts is the "improve her skills in literacy by increasing her performance in letter recognition, decoding, encoding, and fluency. The current relevant objective that her IEP addresses; Given multisensory instruction, Linda will name all upper and lower case consonants and vowels in 9 out of 10 trials. This correlates to the Massachusetts Common Core Standard Reading Foundational Skills, Print Concepts, R.F.K.1.d.; Recognize and name all upper and lowercase letters of the alphabet. The objective further aligns to the Massachusetts Frameworks for Students with Disabilities, Entry Point; Identify letters by name.

About the Environment

During Data Capture: In an area separate from the class to ensure an area free from distractions, Linda completed three baseline data activities involving letter identification. She came eagerly to the separate area with the evaluator. Linda clearly enjoyed the individual attention and the evaluator noted an increase in her ability to attend. The first two tasks (Letter Id. 1 and Letter Id. 2), required Linda to orally state letters of the alphabet in random order. The third task (Letter Id. 3) involved the process of identifying letters, providing alphabet sequence, and writing letters of the alphabet. Noted discrepancies occurred between Linda's oral and written performance.



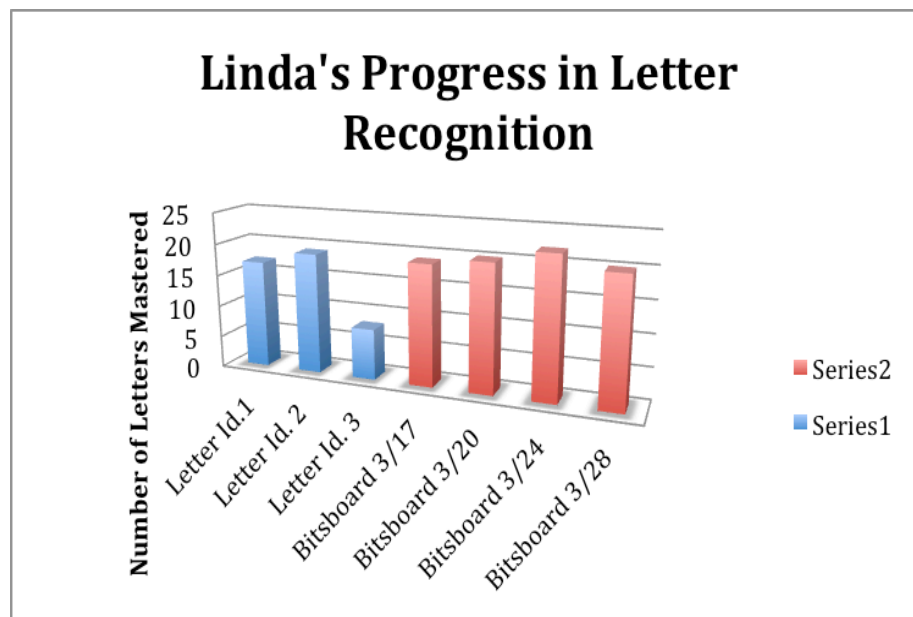
Everyday Classroom: Linda's typical classroom environment consists of a substantially separate classroom with eight other students all of whom have varying levels of abilities. The substantially separate classroom is staffed with a special education teacher, one paraprofessional, and service providers (O.T., P.T. and Speech and Language Therapist) with alternating schedules for services, not exceeding one hour per day. Small group instruction is a typical method used to provide individual, differentiated instruction in all curriculum areas. Linda participates in the general education setting for non-academic tasks including homeroom, gym, music, art, social skills, lunch, and recess.

Target Skill or Task being Evaluated (or IEP Goal):

Linda is developing her skills in letter recognition. Due to the discrepancy between Linda's oral and written performance, the skill of letter recognition was evaluated by oral response.

Primary Evidence and Data over time for each skill:

Initial data indicates that Linda has mastered recognition of 16 letters (14 consonants and 2 vowels). During the course of observation, Linda was given letter flashcards in random order to practice daily. She was given opportunities for practice using the Bitsboard App on an iPad, as well. Combining letter recognition practice using Bitsboard and traditional multisensory methods of practice yielded gains for Linda. The Letter Recognition Data below indicates Linda gained an average of three new letters during a nine- day period.



Observations While Collecting Evidence:

Attention to task: Linda's attention was observed to significantly improve when sitting in front of the classroom or when working with one adult in isolation. Her attention was also notably higher when multimedia, interactive tools were used for instruction.

Related Behaviors: Linda was observed to have difficulty using left to right tracking when reading/naming the letters. Linda notably struggles with tasks requiring written response.

Strategies Used: A variety of traditional multisensory activities were used when working with letters including tracing sandpaper letters, letter formation in shaving cream, rice letter tracing, sandbox letters, and Wikki Stick letter formation. Furthermore, Linda used the app entitled, Bitsboard to practice her lowercase letters.

Hand-Under-Hand assistance was not necessary during this observation.

Additional Comments: During the observation, Linda received 20 minutes of direct multisensory instruction in the area of letter recognition. She then transitioned to other literacy groups that focused on goals of sequencing and comprehension. Linda's teacher indicated that a 20-minute lesson was suitable for her limited ability to attend.

Recommendations:

Skills to practice: Due to Linda's significant difficulty learning to recognize the letters of the alphabet, it is recommended that Linda continue with intensive individual instruction in the area of letter recognition for at least 20 minutes per day in an area free from distractions. Given Linda's increase in attention when using multimedia and interactive tools, she will require daily access to software and/or apps that optimize her attention and therefore her overall engagement.

Recommended devices: Linda will require access to a mobile device that provides apps for Linda to practice and reinforce letter recognition skills. A list of letter recognition apps is listed below.

Recommended Software:

Title:	Publisher:	Price:	Description:
GingerTiger	Ginger Tiger Tech, Ltd	\$48/one user license/year	Using Ginger Tiger's Letter Match and Alphabet Flowers will provide Linda will additional reinforcement and repetition in the area of letter recognition.
Starfall	Starfall Education	Free	The Starfall ABC section introduces and reinforces Linda's alphabet skills. The frequent sound reinforcement will also motivate Linda.
Abcya.com		Free	The plentitude of letter recognition games located in the Kindergarten section will support Linda's efforts to generalize her letter recognition skill.
Classroom Suite: Reading Tutor	Intellitools	\$75 to add on to existing Classroom Suite Software or \$249 for the Achievement Package	Individualized and customizable activities that cover a wide range of literacy topics. Linda requires specific practice in letter name identification.

Lexia Reading Core 5	Lexia (A Rosetta Stone company)	\$174.95/year	"Explicit, systematic, and personalized" instruction will track and analyze Linda's performance in letter recognition as well as other areas of literacy.
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Recommended Apps:

Title:	Publisher:	Price:	Description:
Kid Trucks	Scott Adelman	\$0.99	Kid Trucks offers practice of upper and lower case letters with frequent positive reinforcement in the form of celebratory fireworks.
Sound Seeker	Brain Beanz	\$1.99	Letters are introduced in small groups or chunks with opportunities to practice through a variety of fun and interactive games.
Starfall ABC's	Starfall Education	\$2.99	Starfall's app that is focused solely on developing letter recognition.
ABC Touch Learn	Innovative Mobile Apps	Free	A fully customizable app that teaches letter recognition.

ABC Alphabet Phonics	Abitalk	Free	Fun, animated games that teach letter recognition.
Reading Friends: Jungle A to Z	Planet Reading LLC.	\$1.99	An interactive introduction of fun, engaging games that promote letter recognition.
Letter School	Sanoma Media Netherlands B.V.	\$2.99	An intuitive game that build letter recognition. Progress data for up to three students can be stored at once.
Bitsboard	GrasshopperApps.com	Free with in app purchases available.	A fully customizable app that can be tailored to Linda's unique learning style. Bitsboard provides feedback to the user as well as a progress-tracking feature for educators and students.

Off-computer practice: In addition to the multisensory activities, Linda would benefit from the following games:

Name:	Publisher:	Estimated Price:	Description:
<i>Spot It! Alphabet</i>	Blue, Orange Games	\$10.99	Match letters between any two cards.

Alphabet Stamp Set	Melissa & Doug	\$19.99	Using upper and lower case letter stamps, Linda will be motivated to practice her letter recognition skills.
Alphabet Bingo	Trend Enterprises	\$10.99	Another fun way to practice upper and lowercase letter recognition.

Teaching Strategies Recommended: Linda requires multisensory instruction with opportunities for repetition using a variety of activities that address letter recognition skills. Multimedia and interactive technologies should be used as much as possible to ensure Linda's attention, engagement and increased rate of acquisition.

Practice at home: Nightly practice of letters is essential to assist Linda in generalizing skills. Provide Linda magnetic letters to use on a cookie sheet, refrigerator, or other magnetic surface. Try *Hot Dot Jr.* Alphabet Cards by Educational Insights to reinforce the skills. Allow Linda opportunities to form letters in foam soap on a flat surface such as a kitchen table or bathtub wall. Alex and Munchkin brands sell bathtub letters and markers. They can be found at Target or Walmart at a reasonable rate.

Professional Development Recommendations:

Initially, a survey or needs assessment should be administered to staff working with Linda to determine their experience and skill level using computers, mobile devices, apps and software recommended. Using the results of the survey, a customize training should be developed for the staff working with Linda.

At a minimum, all faculty and staff working with Linda should be familiar with both Lexia Reading Core 5 and Classroom Suite's Reading Tutor. Pre-recorded Webinars for Lexia training can be found at

<http://lexialearning.com/webinar.php>

Intellitools has also created Webinars that provide an overview of Classroom Suite and related products. Their website is

<http://www.cambiumtech.com/special/webinars/intellitools.html>

Additionally, the following link will provide a mobile app tutorial for Bitsboard:

<http://apps4stages.wikispaces.com/Apps+Tutorials>

It has been a pleasure to work with Linda and the staff at your school. Feel free to contact me to arrange further professional development and/or training.

Report completed by: Outstanding Grad Student

Role: Assistive Technology Specialist

Date: April 1, 2014